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ABSTRACT

The document contains an instrument for the vocational assessment of severely handicapped individuals. Provided for each of eight assessment areas are a list of characteristics/procedures for evaluation and a form for recording results. The following areas are covered: general appearance (body cleanliness/grooming, clothing cleanliness, appropriate clothing): communication skills (yes/no concept, appropriate responses to specific situations, providing basic personal information): functional academic skills and understanding (reads time, identifies days of the week and month of the year, counting, math, money skills, writing skills, functional vocational/safety words, identifies shapes and colors, telephone skills): physical skills (gross motor skills): fine motor/job skills (fine motor activities, job skills): self help skills (dressing, grooming, toilet care, feeds self, operates food vending machines): social skills (initiates conversation, responds to conversation, laughs appropriately, specific behaviors, relationships): and community mobility skills (crossing a street at a signal crossing, crossing a street without any signal, walking on a sidewalk, using an elevator). (SBH)

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VOCATIONAL ASSESSMENT OF THE SEVERELY HANDICAPPED

for utilization in

COMMUNITY BASED VOCATIONAL TRAINING PROGRAMS

VOCATIONAL CAREERS PROGRAM

Portland State University
Portland, Oregon

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January 1979

Client _____

Date _____

Recorder _____

V O C A T I O N A L C A R E E R S

Assessment for the Severely Handicapped

Directions for Administration

1. Read the criteria for an item on the left hand page. Find the cue words for that item on the right hand page and in the column headed Demonstrated Skill place an "x" if the client meets criteria.

2. At a review of the assessment, which is to include the parents and if possible the client, review each of the items in the first column which has not been marked. Place an "x" in the column headed Possesses Skill if the parent believes the client has the skill. Re-test within one week.

3. Continue the review and as a group determine the items which would seem to be of highest immediate vocational importance to the client. Place an "x" in the column headed Priorities for each item selected. Restrict the number of priority items selected for instruction to a managable number for a weekly program cycle.

4. In the Program column place a descriptive title of the instructional program to be provided, the date the program will be initiated and an anticipated completion date. A full set of right hand pages will constitute an Individual Educational Plan for the client. Specific teaching objectives will be within the selected individual instructional programs.

AGREEMENT

We agree with the vocational plan as stated and with the program goal of community based vocational experience, and community vocational placement.

_____	_____
Vocational Careers Staff	Parent/Guardian
_____	_____
Date	Date

TABLE OF CONTENTS

I. GENERAL APPEARANCE	-1-
A. Body Cleanliness/Grooming	-1-
B. Clothing Cleanliness	-1-
C. Appropriate Clothing	-1-
II. COMMUNICATION SKILLS	-4-
A. Yes/No Concept	-4-
B. Appropriate Responses to Specific Situations	-4-
C. Providing Basic Personal Information	-10-
III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	-13-
A. Reads Time	-13-
B. Identifies Day of the Week and Month of the Year	-13-
C. Counting	-16-
D. Math	-22-
E. Money Skills	-25-
F. Writing Skills	-31-
G. Functional Vocational/ Safety Words	-37-
H. Identifying Shapes and Colors	-40-
I. Telephone Skills	-46-
IV. PHYSICAL SKILLS	-49-
A. Gross Motor Skills	-49-
V. FINE MOTOR/JOB SKILLS	-52-
A. Fine Motor Activities	-52-
B. Job Skills	-58-

VI. SELF-HELP SKILLS -64-
A. Dressing -64-
B. Grooming -64-
C. Toilet Care -64-
D. Feeds Self -67
E. Operating Food Vending Machines -70-

VII. SOCIAL SKILLS -73-
A. Initiates Conversation -73-
B. Responds to Conversation -73-
C. Laughs Appropriately -76-
D. Specific Behaviors -76-
E. Relationships -79-

VIII. COMMUNITY MOBILITY SKILLS -82-
A. Crossing a Street at a Signal Crossing -82-
B. Crossing a Street Without any Signal -82-
C. Walking on a Sidewalk -82-
D. Uses an Elevator -85-

I. GENERAL APPEARANCE

A. BODY CLEANLINESS/GROOMING (Observable Characteristics)

1) Lacks body odors
2) Lacks mouth odors
3) Clean hands
4) Clean teeth
5) Clean face
6) Clean fingernails
7) Clean hair
8) Hair combed
9) Beard or mustache trimmed
10) Client is cleanly shaven

B. CLOTHING CLEANLINESS (Observable Characteristics)

1) Clothing is clean
2) Clothes are not overly wrinkled
3) Mended where necessary

C. APPROPRIATE CLOTHING (Observable Characteristics)

1) Clothing is suitable for the time of the year
2) Clothing is reasonably fashionable for the age and sex of the client
3) Clothing does not have an excessive number of mends, patches, etc.
4) Clothing fits the client correctly
5) Clothing is not too revealing as the client performs his/her job
6) Clothing is worn correctly, i.e., shirts are tucked in, etc.

I. GENERAL APPEARANCE	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Body Cleanliness/ Grooming				
1) Body odors				
2) Mouth odors				
3) Hands				
4) Teeth				
5) Face				
6) Fingernails				
7) Hair				
8) Hair combed				
9) Beard/Mustache				
10) Clean shaven				
B. Clothing Cleanliness				
1) Clean clothes				
2) No wrinkles				
3) Mends				
C. Appropriate Clothing				
1) Suitable clothes				
2) Fashionable clothes				
3) Excessive mends				
4) Clothes fit				
5) Revealing clothes				
6) Clothes worn properly				

I. GENERAL APPEARANCE

COMMENTS: (Be specific when commenting; refer to specific testing categories)

II. COMMUNICATION SKILLS

A. YES/NO CONCEPT

Client demonstrates an understanding of the concept of Yes/No and uses them appropriately in response to questions put to him/her. Verbal Yes/No or appropriate alternative response, such as head nod or manual signing, are to be considered acceptable.

Testing Procedure:
Materials needed: cup, book, pen, table, chair, paper
Testing cue: "Is this a (object shown to client)?"

1) "Is this a cup? (cup)
2) " book? (book)
3) " pen? (cup)
4) " table? (table)
5) " chair? (book)
6) " book? (paper)
7) " paper? (paper)
8) " chair? (chair)
9) " table? (chair)
10) " pen? (pen)
11) " cup? (pen)
12) " paper? (table)

13) Ask a question that involves a "no" response.
Testing cue: "Do you walk on one foot?"

14) Ask a question that involves a "yes" response.
Testing cue: "When you go to the bathroom, do you go to a men's/women's bathroom?"

B. APPROPRIATE RESPONSES TO SPECIFIC SITUATIONS

1. Hunger/Thirst

Client communicates effectively verbally or through other means that he/she possesses. Effective communication has the following criterion:

(1) Understandable--even by those not working immediately with the client
(2) Some eye contact with the person spoken to
(3) Volume, rate, pitch, and pronounciation are reasonably acceptable

a. Testing cue: "If you are working at a new job and don't know where to eat lunch, what do you do?"

Comments:

b. Testing cue: "If you are at a new job and you're thirsty and don't know where to get a drink, what do you do?"

Comments:

II. COMMUNICATION SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Yes/No Concept				
*NO answer				
1) Cup				
2) Book				
3) Pen*				
4) Table				
5) Chair*				
6) Book*				
7) Paper				
8) Chair				
9) Table*				
10) Pen				
11) Cup*				
12) Paper*				
13) NO answer				
14) YES answer				
B. Appropriate Responses to Specific Situations				
1) Hunger/Thirst				
a. Hungry				
b. Thirsty				

II. COMMUNICATION SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

II. COMMUNICATION SKILLS (continued)

B. APPROPRIATE RESPONSES TO SPECIFIC SITUATIONS (continued)

2. Bathroom Needs

Client effectively communicates his/her bathroom needs. Effective communication has the following criterion:

(1) Understandable--even by those not working immediately with the client
(2) Some eye contact with the person spoken to
(3) Volume, rate, pitch, and pronounciation are reasonably acceptable
(4) Acceptable terminology; no foul language/gestures

a. Testing cue: "If you need to go to the bathroom, what do you do?"

Comments:

3. Satisfaction/Dissatisfaction

Client appropriately expresses satisfaction or dissatisfaction. Criterion for an appropriate response is the following:

(1) Readily understandable and clear
(2) Foul language or gestures are not used
(3) Expressive displays of dissatisfaction (yelling, pounding fists) and of satisfaction (acting silly, clapping) are avoided
(4) Volume, rate, pitch, and pronounciation are reasonably acceptable
(5) Some eye contact is achieved

a. Testing cue: "You are on a job and you are angry with someone. What do you do?"

Comments:

b. Testing cue: "If you're boss likes what you're doing on a job and gives you a raise, how will you feel and act?"

Comments:

4. Introductions

Instructions: establish role playing situation of meeting client for the first time. Client will:

a. Established eye contact
b. States name clearly
c. Presents hand
d. Gives firm hand shake
e. Says "Hello", "Hi", or "How are you?"

II. COMMUNICATION SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
B. Appropriate Responses to Specific Situations				
2. Bathroom needs				
3. Satisfaction/ Dissatisfaction				
a) Dissatisfaction				
b) Satisfaction				
4. Introductions				
a) Eye contact				
b) States name				
c) Hand				
d) Handshake				
e) "Hello"				

II. COMMUNICATION SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

II. COMMUNICATION SKILLS (continued)

C. PROVIDING BASIC PERSONAL INFORMATION

Client can state the following informaton from memory. Answers are reasonably clear and understandable.

Testing Procedure:
Testing cue:

1) "What is your full name?"

2) "What is your complete address?"

   (a) Number and Street

   (b) City and State

3) "What is your telephone number?"

4) "What is your age?"

5) "What is your birth date?"

II. COMMUNICATION SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
C. Providing Basic Personal Information				
1) Full name _____				
2) Address				
a. Number _____				
Street _____				
b. City _____				
State _____				
3) Telephone number _____				
4) Age _____				
5) Birthdate _____				

II. COMMUNICATION SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

A. Reads Time

Instructions: Draw a slash (/) through the incorrect answers
Materials: Teaching clock with hands that move easily
Testing cue: "What time is it on your clock/the clock?"
Criterion for Passage: Client needs to pass 4 out of 5 items in a section in order for the client to have possession of that skill
Terminating point: STOP TESTING A SKILL AREA WHEN THE CLIENT HAS SCORED FIVE (5) CONSECUTIVE ERRORS

1) HOUR Section
   a. 3:00
   b. 7:00
   c. 2:00
   d. 11:00
   e. 8:00

2) 1/2 HOUR Section
   a. 9:30
   b. 4:30
   c. 1:30
   d. 10:30
   e. 12:30

3) 1/4 HOUR Section
   a. 7:15
   b. 11:15
   c. 9:15
   d. 3:15
   e. 8:15

4) 3/4 HOUR Section
   a. 1:45
   b. 8:45
   c. 12:45
   d. 4:45
   e. 6:45

5) 5-10 MIN Section
   a. 1:10
   b. 3:40
   c. 11:20
   d. 12:10
   e. 9:50

6) 5 MIN Section
   a. 10:05
   b. 6:35
   c. 8:55
   d. 5:25
   e. 2:35

B. Identifies Days of the Week and Months of the Year

Criterion for Passage: Client needs to pass all of the items in a section in order for the client to have possession of the skill
Terminating point: STOP TESTING A SKILL AREA WHEN THE CLIENT HAS SCORED FIVE CONSECUTIVE ERRORS

1) DAYS Section

Testing cue: "Name the days of the week."
Comments: (Indicate which days were missed)

2) MONTHS Section

Testing cue: "Name the months of the year."
Comments: (Indicate which months were missed)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Reads Time				
1) Hour				
2) 1/2 Hour				
3) 1/4 Hour				
4) 3/4 Hour				
5) 10 Minutes				
6) 5 Minutes				
B. Identifies Days of the Week and Months of the Year				
1) Days				
2) Months				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

C. Counting

1) Counting by ONES -- 1¢ to 100¢

Instructions: Draw a slash (/) through each number missed
Materials: 100 pennies
Testing cue: "Count from zero to one hundred using these pennies."
Criterion for Passage: 90% of the numbers are said in the correct order
Terminating point: STOP TESTING THIS SKILL WHEN FIVE NUMBERS ARE CONSECUTIVELY MISSED

1¢	2¢	3¢	4¢	5¢	6¢	7¢	8¢	9¢	10¢
11¢	12¢	13¢	14¢	15¢	16¢	17¢	18¢	19¢	20¢
21¢	22¢	23¢	24¢	25¢	26¢	27¢	28¢	29¢	30¢
31¢	32¢	33¢	34¢	35¢	36¢	37¢	38¢	39¢	40¢
41¢	42¢	43¢	44¢	45¢	46¢	47¢	48¢	49¢	50¢
51¢	52¢	53¢	54¢	55¢	56¢	57¢	58¢	59¢	60¢
61¢	62¢	63¢	64¢	65¢	66¢	67¢	68¢	69¢	70¢
71¢	72¢	73¢	74¢	75¢	76¢	77¢	78¢	79¢	80¢
81¢	82¢	83¢	84¢	85¢	86¢	87¢	88¢	89¢	90¢
91¢	92¢	93¢	94¢	95¢	96¢	97¢	98¢	99¢	100¢

2) Counting by FIVES -- 5¢ to 100¢

Instructions: Draw a slash (/) through each number missed
Materials: 20 nickels
Testing cue: "Count by 5's from five to one hundred using these nickels."
Criterion for Passage: 90% of the numbers are said in the correct order (2 errors)
Terminating Point: STOP TESTING THIS SKILL WHEN FIVE NUMBERS ARE CONSECUTIVELY MISSED

5¢	10¢	15¢	20¢	25¢	30¢	35¢	40¢	45¢	50¢
55¢	60¢	65¢	70¢	75¢	80¢	85¢	90¢	95¢	100¢

3) Counting by TENS -- 10¢ to 100¢

Instructions: Draw a slash (/) through each number missed
Materials: 10 dimes
Testing cue: "Count by 10's from ten to one hundred using these dimes."
Criterion for Passage: 90% of the numbers are said in the correct order (1 error)
Terminating Point: STOP TESTING THIS SKILL WHEN FIVE NUMBERS ARE CONSECUTIVELY MISSED

10¢	20¢	30¢	40¢	50¢	60¢	70¢	80¢	90¢	100

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
C. Counting				
1) Ones				
2) Fives				
3) Tens				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

C. Counting (continued)

4) Counting Objects

a. 1 - 10 Objects

Instructions: Place 15 objects/chips before client
Materials: 15 objects/chips
Testing cue: "Count out 10 chips."
Criterion for Passage: Client has to count all of the objects
Terminating Point: STOP AFTER CLIENT HAS FAILED TO COUNT THREE OBJECTS CONSECUTIVELY

Comments: (Indicate which numbers (objects) were not counted)

b. 1 - 25 Objects

Instructions: Place 30 objects/chips before client
Materials: 30 objects/chips
Testing cue: "Count out 25 chips."
Criterion for Passage: Client has to count all of the objects
Terminating Point: STOP AFTER CLIENT HAS FAILED TO COUNT THREE OBJECTS CONSECUTIVELY

Comments:

c. 1 - 50 Objects

Instructions: Place 60 objects/chips before client
Materials: 60 objects/chips
Testing cue: "Count out 50 chips."
Criterion for Passage: Client has to count all of the objects
Terminating Point: STOP AFTER CLIENT HAS FAILED TO COUNT THREE OBJECTS CONSECUTIVELY

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
4) Counting Objects				
a. 1 - 10				
b. 1 - 25				
C. 1 - 50				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

D. Math -- Oral Addition Problems

Instructions: Place a plus sign (+) after each problem answered correctly, and a minus sign (-) after each problem answered incorrectly

Testing cue: "What is the answer to this problem, ___ + ____ = ? ."

Criterion for Passage:
1) Units and Tens Section: 90% correct or 18 out of 20. Retest those items answered incorrectly
2) Quarters Section: 90% correct or 10 out of 11. Retest those items answered incorrectly

Terminating Point: STEP TESTING THIS SKILL AREA WHEN FIVE INCORRECT ANSWERED ARE GIVEN

1) UNITS

a. 1 + 1	c. 1 + 8	e. 5 + 1	g. 10 + 1	i. 25 + 1
b. 1 + 2	d. 1 + 2	f. 4 + 1	h. 1 + 20	j. 15 + 1
k. 30 + 1	m. 26 + 1	o. 31 + 1	q. 76 + 1	s. 55 + 1
l. 40 + 1	n. 1 + 25	p. 44 + 1	r. 89 + 1	t. 62 + 1

2) TENS

a. 10 + 10	c. 40 + 10	e. 80 + 10	g. 10 + 90	i. 50 + 10
b. 10 + 20	d. 70 + 10	f. 10 + 30	h. 10 + 20	j. 10 + 1
k. 40 + 1	m. 1 + 30	o. 5 + 10	q. 50 + 5	s. 95 + 5
l. 70 + 1	n. 20 + 1	p. 20 + 5	r. 5 + 70	t. 5 + 35

3) QUARTERS

a. 25 + 25	d. 25 + 1	f. 10 + 25	h. 50 + 1	j. 75 + 5
b. 75 + 25	e. 5 + 25	g. 20 + 25	i. 75 + 1	k. 75 + 10
c. 50 + 25				

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
D. Math -- Oral Addition Problems				
1) UNITS				
2) TENS				
3) QUARTERS				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

E. Money Skills

1) Identification

A. Identification of the coin's/bill's name

Materials: one penny, one nickel, one dime, one quarter, one half-dollar, one dollar, one two-dollar, one five-dollar, one ten-dollar bill
Testing cue: "What is the name of this?"
Criterion for Passage: All of the money has to be named

a. "What is the name of this (penny)?
b. " (dime)
c. " (nickel)
d. " (quarter)
e. " (1/2 dollar)
f. " (ten dollar)
g. " (five dollar)
h. " (one dollar)
i. " (two dollar)

Comments: (Indicate which coins/bills were missed)

B. Identification of coin's values

Materials: one penny, one nickel, one dime, one quarter, one half dollar
Testing cue: "How many cents is this ___?"
Criterion for Passage: All of the coins' values have to be named

a. "How many cents is this (penny)?"
b. " (dime)
c. " (nickel)
d. " (1/2 dollar)
e. " (quarter)

Comments: (Indicate which values were missed)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
E. Money Skills				
1) Identification				
A. Names of coins/bills				
B. Names values				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

E. Money Skills

2) Counting Change

Instructions: Place a slash (/) through an incorrect answer, then after completing all of the sections retest the incorrectly answered items

Materials: Nine dimes, one nickel, four pennies, one quarter, three one-dollar bills

Testing cue: "Count _____."

Criterion for Passage: Four of the five items of each section are to be correctly answered

Terminating Point: FOUR CONSECUTIVE INCORRECT ANSWERS

A. DIMES Section (use only dimes)
a. 10¢
b. 20¢
c. 50¢
d. 70¢
e. 80¢

B. DIMES/PENNIES Section (use only dimes/pennies)
a. 11¢
b. 26¢
c. 49¢
d. 63¢
e. 87¢

C. DIMES/NICKELS Section (use only dimes/nickels)
a. 15¢
b. 25¢
c. 45¢
d. 75¢
e. 95¢

D. DIMES/NICKELS/PENNIES Section (use only dimes/nickels/pennies)
a. 16¢
b. 27¢
c. 58¢
d. 69¢
e. 98¢

E. QUARTER Section (use all coins)
a. 25¢
b. 35¢
c. 27¢
d. 39¢
e. 40¢

E. DOLLAR Section (use all coins/bills)
a. $2.00
b. $1.20
c. $3.45
d. $2.29
e. $3.77

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
3) Counting Change				
A. Dimes				
B. Dimes and Pennies				
C. Dimes and Nickels				
D. Dimes, Nickels, and Pennies				
E. Quarters				
F. Dollars				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

E. Money Skills (continued)

4) Making Change

Instructions: Place a slash (/) through the answer of an incorrectly answered problem

Materials: Four pennies, two nickels, one quarter, one-1/2 dollar

Testing cue: "If you bought something for ___ and you had ___, what would your change be?"

Criterion for Passage: The client has correctly answered 19 of the problems

Terminating Point: STOP THIS SKILL TEST AREA IF FIVE CONSECUTIVELY WRONG ANSWERS ARE GIVEN

a.	8¢	10¢	(2¢)	m.	50¢	75¢	(25¢)
b.	17¢	25¢	(8¢)	n.	50¢	$1	(50¢)
c.	15¢	25¢	(10¢)	o.	70¢	$1	(30¢)
d.	62¢	75¢	(13¢)	p.	20¢	50¢	(30¢)
e.	86¢	$1	(14¢)	q.	15¢	50¢	(35¢)
f.	15¢	30¢	(15¢)	r.	60¢	$1	(40¢)
g.	32¢	50¢	(18¢)	s.	30¢	75¢	(45¢)
h.	81¢	$1	(19¢)	t.	45¢	$1	(55¢)
i.	30¢	50¢	(20¢)	u.	25¢	$1	(75¢)
j.	4¢	25¢	(21¢)	v.	40¢	$1	(60¢)
k.	26¢	50¢	(24¢)	w.	$1.10	$2	(90¢)
l.	53¢	75¢	(22¢)	x.	$3.50	$5	($1.50)

F. Writing Skills

Instructions: In the following comment sections indicate whether letters were missed, reversed, or unreadable

Materials: Pen/pencil, paper, and include all of client's written work

Criterion for Passage: All of the letters are readable and in correct order

1) Printing upper and lower case letters

Testing cue: "Print all of the letters of the alphabet." (indicate upper/lower case)

Comments:

2) Writing upper and lower case letters

Testing cue: "Write all the letters of the alphabet." (Indicate upper/lower case)

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
E. Money Skills				
4) Making Change				
F. Writing Skills				
1) Printing-				
Upper case				
Lower case				
2) Writing-				
Upper case				
Lower case				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

F. Writing Skills (continued)

3) Writing Numbers

Instructions: In the following comment section indicate which numbers were missed, reversed, or not readable. If the client makes 1-3 errors allow a retest to see if they were careless mistakes that the client can correct. If they can correct the errors they pass the sections, if they do not make those corrections, then they do not pass.

Testing cue: "Write the numbers _____."

Criterion for Passage: All of the numbers have to be readable and in correct order

a. 0 through 30

Comments:

b. 40, 60, 50, 70, 90, 80, 100

Comments:

4) Writing Personal Data

Criterion for Passage: The writing should be legible, spelling reasonably accurate, in somewhat of a line and not sprawled out over the entire page

a. Testing cue: "Write your full name."

b. " " "Write your address." (include street/city/state)

c. " " "Write your birth date."

d. " " "Write your phone number."

e. " " "Write your age."

f. " " "Write your social security number." (may copy from card)

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
F. Writing Skills				
3) Writing Numbers				
a. 0 to 30				
b. 40, 60, 50, 70, 90, 80, 100				
4) Writing Personal Data				
a. Full name				
b. Full address				
c. Date of Birth				
d. Phone Number				
e. Age				
F. Social Security Number				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

G. Functional Vocational/Safety Words

1) Reading vocational/safety words

Instructions:	Put a slash (/) through the number that corresponds to the missed word
Materials:	Signs with vocational/safety words
Testing cue:	"What does this word say?"
Terminating Point:	FIVE CONSECUTIVELY WRONG ANSWERS
Criterion for Passage:	Words are to be pronounced understandably and meanings are to be reasonably accurate with no more than five errors

a. Use other exit
b. Use other door
c. No admittance
d. Private
e. Quiet
f. Do not disturb
g. Use crosswalk
h. Cashier
i. Watch your step
j. No trespassing
k. Keep out
l. Don't walk
m. Stairs
n. Exit
o. Danger/Poison
p. Telephone
q. Cafeteria
r. Fire Alarm
s. Push
t. Ladies
u. Women
v. Walk
w. In
x. Entrance
y. Men
z. Gentlemen
aa. Press
bb. Open
cc. Pull
dd. Stop
ee. This way
ff. Out
gg. Danger/Cars
hh. Information
ii. Hot
jj. Bus Stop
kk. Restrooms
ll. Fire Extinguisher
mm. Elevator
nn. Escalator
oo. Parking Lot
pp. Office
qq. Use Correct Change

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
G. Functional Vocational/Safety Words				
1) Comprehending the meaning of Vocational/ Safety Words				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

G. Functional Vocational/Safety Words (continued)

2) Comprehending the meaning of vocational/safety words

Instructions: Put a slash (/) through the letter which corresponds to the incorrect meaning

Testing cue: "What does this word mean?"

Criterion for Passage: Meanings are reasonably accurate and no more than five errors

Terminating Point: FIVE CONSECUTIVE WRONG ANSWERS

a. Use other exit
b. Use other door
c. No admittance
d. Private
e. Quiet
f. Do not disturb
g. Use crosswalk
h. Cashier
i. Watch your step
j. No Trespassing
k. Keep out
l. Don't walk
m. Stairs
n. Exit
o. Danger/Poison
p. Telephone
q. Cafeteria
r. Fire alarm
s. Push
t. Ladies
u. Women
v. Walk
w. In
x. Entrance
y. Men
z. Gentlemen
aa. Press
bb. Open
cc. Pull
dd. Stop
ee. This way
ff. Out
gg. Danger/Cars
hh. Information
ii. Hot
jj. Bus Stop
kk. Restrooms
ll. Fire Extinguisher
mm. Elevator
nn. Escalator
oo. Parking Lot
pp. Office
qq. Use correct change

Comments:

H. Identifying Shapes and Colors

1) Identifying Shapes

Instructions: Indicate which shapes were not properly identified in the following comment section

Materials: Plastic chips in the following shapes: square, triangle, circle, rectangle, diamond, oval

Criterion for Passage: In both sections A and B all of the shapes have to be properly identified

A. Point Section

Testing cue: "Point to the _____."
" square
" triangle
" circle
" rectangle
" diamond
" oval

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
G. Functional Vocational/Safety Words				
2) Comprehending the meaning of vocational/ safety words				
H. Identifying Shapes and Colors				
1) Identifying Shapes				
A. Points				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

H. Identifying Shapes and Colors (continued)

1) Identifying Shapes

B. Naming Section

Testing cue: "What is the name of this shape?"

Circle	Comments:
Diamond	
Triangle	
Rectangle	
Oval	
Square	

2) Identifying Colors

Instructions:	Indicate which colors were not properly identified in the following comment section
Materials:	Plastic squares in the following colors: red, orange, yellow, green, blue, white, black
Criterion for Passage:	In both sections A and B all of the colors have to be properly identified

A. Point Section

Testing cue: "Point to the _____."

"	red
"	green
"	yellow
"	blue
"	white
"	orange
"	black

Comments:

B. Naming Section

Testing cue: "What is the name of this color?"

Blue
Green
Orange
Red
White
Yellow
Black

Comments:

	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING				
H. Identifying Shapes and Colors				
1) Identifying Shapes				
B. Names _____				
2) Identifying Colors				
A. Points _____				
B. Names _____				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING (continued)

I. Telephone Skills

1) Using Phone Book

Materials: Portland area phone book, pencil, paper
Testing cue: "Find and write down the address and phone number of R. S. Katz and Peter Wigmore." (if needed, names can be written on separate cards)
Criterion for Passage: The client is able to locate the addresses and phone numbers (which are the same) of the given people

Comments:

2) Placing a call on a standard desk phone

Instructions: You may write the client's number on a card
Materials: standard desk phone
Testing cue: "Call your home and ask for your parent or guardian."
Criterion for Passage: The client is able to properly dial the number to his/her home and ask for parent or guardian

Comments:

3) Placing a call from a pay phone

Instructions: You may write the client's number on a card
Materials: Any type of pay telephone and the correct amount of change
Testing cue: "Call your home and ask for your parent or guardian."
Criterion for Passage: The client places the coin into the appropriate slot, dials correct number, and asks for parent/guardian

Comments:

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
I. Telephone Skills				
1) Using phonebook				
2) Placing a call on a standard desk phone				
3) Placing a call from a pay phone				

III. FUNCTIONAL ACADEMIC SKILLS AND UNDERSTANDING

COMMENTS: (Be specific when commenting; refer to specific testing categories)

IV. PHYSICAL SKILLS

A. Gross Motor Skills

Instructions: Indicate those items which were not successfully accomplished by placing a slash (/) through the number/letter which corresponds to the failed item

1) Walks independently
   a. Forwards
   b. Backwards
   c. Sideways
      1. Left
      2. Right

2) Sits independently

3) Walks over objects without assistance
   a. Over one object
   b. Over a series of objects

4) Stands up from floor
   a. With help
   b. Independently

5) Walks around objects

6) Stoops and picks up objects from the floor

7) Walks up stairs
   a. With help
   b. Independently

8) Walks down stairs
   a. With help
   b. Independently

9) Stands from sitting position
   a. From a chair
      1. With help
      2. Independently
   b. From sitting position on the floor
      1. With help
      2. Independently

Comments: (be specific)

IV. PHYSICAL SKILLS A. Gross Motor Skills	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
1) Walks independently				
a. Forwards				
b. Backwards				
c. Sideways				
1. Left				
2. Right				
2) Sits independently				
3) Walks over objects without assistance				
a. One object				
b. Series of objects				
4) Stands up from floor				
a. With help				
b. Independently				
5) Walks around objects				
6) Stoops for objects from floor				
7) Walks up stairs				
a. With help				
b. Independently				
8) Walks down stairs				
a. With help				
b. Independently				
9) Stands from a sitting position				
a. From a chair				
1. With help				
2. Independently				
b. From sitting on floor				
1. With help				
2. Independently				

IV. PHYSICAL SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

V. FINE MOTOR/JOB SKILLS

As you have the client do each fine motor/job sample, the tester is to record the client's performance in two areas. The tester must evaluate the client's actual performance at the assigned task, and this evaluation is to be done in the Fine Motor section. The tester is to also evaluate the client's job related behaviors, and this is to be recorded in the Job Skills section. Both of these sections are to be evaluated at the same time, and the task should be long enough so that the tester is able to obtain three one-minute rate samplings. Only start the time samples after the client can do the task independently.

A. Fine Motor Activities

1) Sorting/Peg Board Task

Instructions: Have the client sort and place on the pegs of a pegboard three different sizes of metal washers. Make sure that one sized washer is placed only on one peg.

Materials: Small, medium, large sized washers, pegboard with three long pegs (4 inches high) and each peg separated by a few inches

Testing cue: "Put the washer on the peg." (Demonstrate the task, but quickly remove your physical cueing)

Terminating Point: STOP THE TASK IF IT TAKES MORE THAN 15 MINUTES TO LEARN

Time Sample: (record on data page)

1st minute _____ # correctly placed

2nd minute _____

3rd minute _____

Comments: (Describe any difficulties encountered in learning the task, describe if the client is able to organize work into efficient patterns, etc.)

2) Bolts/Washers/Nuts Assembly Task

Instructions: Place before the client four separate containers in the following left-to-right sequence. Container #1 contains medium-sized bolts. Container #2 has large washers which fit the bolts.

V. FINE MOTOR/JOB SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Fine Motor Activities				
1) Sorting/Peg Board Task				
Time Sample:				
1st minute _____				
2nd minute _____				
3rd minute _____				

V. FINE MOTOR/JOB SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

V. FINE MOTOR/JOB SKILLS (continued)

A. Fine Motor Activities (continued)

2) Bolts/Washers/Nuts Assembly Task (continued)

Container #3 has small washers which fit the bolts, and container #4 has the nuts.

Instructions: Have the client take the bolt, place to the big washer on the bolt; then the smaller washer goes on the bolt, and finally the nut is screwed right on to the bolt.

Materials: Plenty of nuts, bolts, and two different sized washers. Four containers should be big enough to allow the clients to easily reach the contents

Testing cue: "Put the washers on the bolts this way, and then screw the nuts on tightly." Demonstrate the task, but quickly remove your physical cueing

Terminating Point: STOP THE TASK IF IT TAKES MORE THAN 15 MINUTES TO LEARN

Time Sample: (record on data page)

1st minute _____ # correctly done

2nd minute _____

3rd minute _____

Comments: (Describe any difficulties encountered in learning the task, describe if the client is able to organize work in efficient patterns)

3) Two-Person Task

Instructions:

a) Client #1 (C-1) refers to client being evaluated, and Client #2 (C-2) refers to who will be assisting in the task, but is not being evaluated
b) Using three medium-sized girders and two sets of nuts and bolts, have C-1 connect the girders together, forming the girders into a single horizontal unit
c) Using an additional nut and bolt, C-2 is to take the end girders and bolt them together. The final product should be three bolted girders in the shape of a triangle
d) When taking the time sample, extend each time sample to three minutes each

Materials: Plenty of medium sized girders from an erector set and preferably small nuts and bolts

V. FINE MOTOR/JOB SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Fine Motor Activities				
2) Bolts/Washers/Nuts Assembly Task				
Time Sample:				
1st minute _____				
2nd minute _____				
3rd minute _____				

V. FINE MOTOR/JOB SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

V. FINE MOTOR/JOB SKILLS (continued)

A. Fine Motor Activities (continued)

3) Two-Person Task (continued)

Testing cue: "The two of you are to work together making triangles out of these girders, and here is what you are to do ..." Demonstrate the task but quickly remove your physical cueing

Time Sample: (record on data page)

1st minute _____ # of horizontal units made

2nd minute _____

3rd minute _____

Comments: (Describe any difficulties encountered in learning the task, describe if the client is able to organize work in efficient patterns)

B. Job Skills

1) Follows Directions

Instructions: Observe how well the client follows directions, specifically in the number of times a direction has to be repeated. Comments on how accurate the client was able to follow the directions

Comments:

2) Starts and Completes Task

Instructions: Observe how much the client is able to complete the task. Time should not be a consideration

Comments:

3) Attends to Task

Instructions: Observe how well the client is able to attend to the assigned task, and not be distracted by environmental activity. If client is distracted, describe what distracted him/her and what behavior did the client exhibit

Comments:

V. FINE MOTOR/JOB SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Fine Motor Activities				
3) Two-Person Task Time Sample: 1st minute _____ 2nd minute _____ 3rd minute _____				
B. Job Skills 1) Follows Direction				
2) Starts and Completes Task				
3) Attends to Task				

V. FINE MOTOR/JOB SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

V. FINE MOTOR/JOB SKILLS (continued)

B. Job Skills (continued)

4) Cooperates with Other Workers

Instructions: Observe how the client interacts with other workers. Does the client interfere or distract other workers

Comments:

5) Relates to Supervisor / Tester

Instructions: Observe how well the client cooperates with the supervisor, and how he/she accepts decisions made by the supervisor

Comments:

6) Requests Help When Needed

Instructions: Observe if the client seeks needed help or asks that a decision be clarified beyond initial presentation

Comments:

7) Accepts Constructive Criticism

Instructions: Observe if client is able to accept constructive criticism without complaining, offering excuses, or getting upset; and profits from the criticism by altering his behavior or or work pattern

Comments:

V. FINE MOTOR/JOB SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
B. Job Skills				
4) Cooperates with Other Workers				
5) Relates to Supervisor/Tester				
6) Requests Help When Needed				
7) Accepts Constructive Criticisim				

V. FINE MOTOR/JOB SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VI. SELF-HELP SKILLS

A. Dressing

Instructions: Discuss the process of getting dressed
Criterion for Passage: Without being asked directly, the client indicates that he/she dresses independently

Comments: (Indicate those clothing items which require help to be put on)

B. Grooming

Materials: Wash basin with water, wash cloth, soap, toothbrush, toothpaste, comb, kleenex
Testing cue: "Show me how you _____."
Criterion for Passage: Client has to demonstrate the required skills for each item

1) Wash your hands and face Comments:
2) Brush your teeth
3) Comb your hair
4) Blow and wipe your nose

C. Toilet Care

Materials: Public toilet
Testing cue: "Show me how you go to the bathroom."

1) Uses facility appropriately Comments:
2) Cleans self
3) Requested to go to restroom
4) Recognizes restroom related signs

A. Reads signs

Materials: Paper or cardboard signs for words below
Criterion for Passage: All of the items have to be correctly answered
Testing cue: "What does this word say?"

1. Boys
2. Girls
3. Toilet
4. Restroom
5. Washroom
6. Men
7. Women
8. Ladies
9. Gentlemen

Comments:

VI. SELF-HELP SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Dressing				
B. Grooming				
1) Washes hands and face				
2) Brushes teeth				
3) Combs hair				
4) Blows and wipes nose				
C. Toilet Care				
1) Uses facility appropriately				
2) Cleans self				
3) Requests to go to restroom				
4) Recognizes rest-room related signs				
A. Reads signs				

VI. SELF-HELP SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VI. SELF-HELP SKILLS (continued)

C. Toilet Care (continued)

4) Recognizes restroom related signs (continued)

B. Comprehends signs

Testing cue: "If you have to go to the bathroom and you see this sign, should you go in?"

1) Boys
2) Girls
3) Toilet
4) Restroom
5) Washroom
6) Men
7) Women
8) Ladies
9) Gentlemen

Comments:

D. Feeds Self

Instructions: Accompany client to cafeteria and observe the client in reference to each test item

1) Feeds self appropriately
2) Uses utensils appropriately
   a. Spoon
   b. Fork
   c. Knife
3) Drinks from cup without spilling
4) Carries food on tray without spilling
5) Uses appropriate table manners

Comments:

VI. SELF-HELP SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
C. Toilet Care				
4) Recognizes rest-room related signs				
B. Comprehends signs				
D. Feeds Self				
1) Feeds self appropriately				
2) Uses utensils appropriately				
a. Spoon				
b. Fork				
c. Knife				
3) Drinks from cup without spilling				
4) Carries food on tray				
5) Uses appropriate table manners				

VI. SELF-HELP SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VI. SELF-HELP SKILLS (continued)

E. Operating Food Vending Machines

. Instructions: During a break in the evaluation take the client to a drink vending machine and have the client purchase a drink

Materials: Provide the client with the necessary change

Testing cue: "Let's take a break, and see if we can find a coke machine."

Criterion for Passage: The client must do each of the steps independently

1) Decide on which drink to purchase
2) Chooses correct amount of change
   (Could use larger amount than necessary)
3) Places coins into machine's slot
4) Presses appropriate selection button
5) Receives change and puts coins away
6) Gets drink and walks away from machine

Comments:

	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
VI. SELF-HELP SKILLS				
E. Operating Food Vending Machines				
1) Decide on a drink				
2) Select appropriate change				
3) Inserts coins				
4) Presses button				
5) Receives change and puts coins away				
6) Gets drink and leaves				

VI. SELF-HELP SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VII. SOCIAL SKILLS

A. Initiates Conversation

Instructions: Evaluate the quality of the client's conversations with regard to the following characteristics

Criterion for Passage: The client has to demonstrate the following characteristics

1) Client can initiate a conversation
2) Conversation is relevant -- not silly
3) Client does not totally dominate conversation
4) Client does not readily become argumentative or defensive
5) Conversations are not crude or rude
6) Conversation ends appropriately in that it does not end abruptly or in the middle of a thought, etc.

Comments:

B. Responds to Conversation

Instructions: Evaluate the quality of the client's interaction when addressed by another client or staff member with respect to the following chanracteristics

Criterion for Passage: The client has to demonstrate the following characteristics

1) Client will respond when addressed
2) Response is verbal
3) Client is not normally defensive or argumentative
4) Response is relevant
5) Client does not totally dominate the conversation
6) Client is not crude or rude

Comments:

VII. SOCIAL SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Initiates Conversation				
1) Initiates a conversation				
2) Conversation is relevant				
3) Client does not dominate				
4) Does not readily become defensive or argumentative				
5) Conversation is not rude/crude				
6) Conversation ends appropriately				
B. Responds to Conversation				
1) Client speaks when addressed				
2) Response is verbal				
3) Client is not normally defensive or argumentative				
4) Response is relevant				
5) Client does not dominate				
6) Client is not rude/crude				

VII. SOCIAL SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VII. SOCIAL SKILLS (continued)

C. Laughs Appropriately

Instructions: Evaluate the client's laugh with respect to the vollowing characteristics

Criterion for Passage: The client has to demonstrate the following characteristics

1) Client is not continually laughing or being silly
2) Laughing is not spontaneously produced without some obvious cause or incident
3) Moderate volume

Comments:

D. Specific Behaviors

Instructions: Evaluate the client's behavior with respect to the following characteristics

1) Avoids burping
2) Avoids leaving mouth open
3) Avoids excessive repeating of words or phrases
4) Avoids sneezing or coughing without covering nose and/or mouth
5) Avoids masturbating
6) Avoids expelling gas
7) Avoids chewing fingernails
8) Avoids picking teeth
9) Avoids picking nose
10) Avoids deliberate distorted facial expressions
11) Avoids talking to self
12) Avoids drooling
13) Avoids excessive sniffing
14) Avoids protruding tongue
15) Avoids staring at people
16) Avoids being physically violent
17) Avoids inappropriately touching other people
18) Avoids calling others with inappropriate names

Comments:

VII. SOCIAL SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
C. Laughs Appropriately				
1) Not continually laughing or being silly				
2) Some obvious cause for laughs				
3) Moderate volume				
D. Specific Behaviors				
1) Avoids burping				
2) Avoids open mouth				
3) Avoids repeating words/phrases				
4) Avoids sneezing/ coughing without covering face				
5) Avoids masturbating				
6) Avoids expelling gas				
7) Avoids chewing fingernails				
8) Avoids picking teeth				
9) Avoids picking nose				
10) Avoids facial expressions				
11) Avoids talking to self				
12) Avoids drooling				
13) Avoids sniffing				
14) Avoids protruding tongue				
15) Avoids staring at people				
16) Avoids violence				
17) Avoids touching others				

VII. SOCIAL SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VII. SOCIAL SKILLS (continued)

E. Relationships

Instructions: Have the client provide an appropriate definition for the following social relationships

Testing cue: "Who is a _____?"

Criterion for Passage: The client states an appropriate definition for each item

1) Mother
2) Father
3) Sister
4) Brother
5) Boyfriend
6) Girlfriend
7) Husband
8) Wife
9) Friend
10) Co-worker
11) Boss

Comments:

VII. SOCIAL SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
E. Relationships				
1) Mother				
2) Father				
3) Sister				
4) Brother				
5) Boyfriend				
6) Girlfriend				
7) Husband				
8) Wife				
9) Friend				
10) Co-worker				
11) Boss				

VII. SOCIAL SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VIII. COMMUNITY MOBILITY SKILLS

A. Crossing a Street at a Signal Crossing

Instructions: Go to an intersection which has a "Walk/Don't Walk" signal and go to an intersection which just has lights Take the client for a walk and have him/her cross a street where there is a signal

Testing cue: "Let's cross the street at the corner."

Criterion for Passage: Under each section the client is able to demonstrate each of the listed characteristics

1) Crossing with a "Walk/Don't Walk" signal

   a. Approaches intersection and stops to look at the signal
   b. Waits if signal is flashing "Don't Walk"
   c. If signal is flashing "Walk", client crosses the street within the crosswalk

2) Crossing Street with a Signal Light

   a. Approaches intersection and stops to observe light
   b. Waits if light is showing red
   c. If light is showing green, client crosses street within the crosswalk

B. Crossing a Street Without any Signal

Instructions: Take the client on a walk and have him/her cross at an intersection where there are no signals

Testing cue: "Let's cross the street at the corner."

Criterion for Passage: The client is able to demonstrate all of the following characteristics

1) Approaches intersection and stops before leaving sidewalk
2) Observes to see if there is any traffic approaching from either the left or the right
3) When it is safe, client crosses street (corner to corner)

C. Walking on a Sidewalk

Instructions: Observe the client as he/she walks along a sidewalk

Criterion for Passage: Client is able to appropriately walk on a sidewalk at a normal pace and is able to avoid bumping into other people

III. COMMUNITY MOBILITY SKILLS	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
A. Crossing a Street at a Signal Crossing				
1) Crossing with a Walk/Don't Walk				
a. Looks at signal				
b. Waits if Don't Walk shows				
c. Crosses within crosswalk when Walk is showing				
2) Crossing Street with a Signal Light				
a. Observes light				
b. Waits on red				
c. Crosses on green				
B. Crossing a Street Without any Signal				
1) Stops at intersection				
2) Checks left/right for traffic				
3) Crosses when safe				
C. Walking on a Sidewalk				
1) Walks at a normal pace				
2) Avoids bumping into people				

VIII. COMMUNITY MOBILITY SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)

VIII. COMMUNITY MOBILITY SKILLS (continued)

D. Uses an Elevator

Instructions: Take the client to an elevator, and tell the client what floor he/she is to get off. Be certain: 1) the client knows what floor he/she is on, and 2) the floor you choose to go to should be at least two floors from the beginning floor. You may repeat the testing procedure when returning to your original floor.

Testing cue: "We're going to use the elevator to get to the _____ floor."

Criterion for Passage: The client must demonstrate all of the following characteristics

1) Approaches the elevator and pushes the appropriate button (up or down)
2) When elevator arrives, client determines if it is going in the desired direction. (This can be accomplished by viewing an indicator light or by asking one of the passengers.)
3) Enters elevator and presses button for desired floor
4) Leaves elevator at desired floor

	DEMONSTRATED SKILL	POSSESSES SKILL (retest)	PRIORITY	Name/Starting Date/ Estimated Finishing Date
VIII. COMMUNITY MOBILITY SKILLS				
D. Uses an Elevator				
1) Pushes appropriate button				
2) Determines the direction of the elevator				
3) Enters and selects proper button				
4) Leaves at desired floor				

VIII. COMMUNITY MOBILITY SKILLS

COMMENTS: (Be specific when commenting; refer to specific testing categories)